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### 1987 - 1989 Bulletin

Loma Linda University

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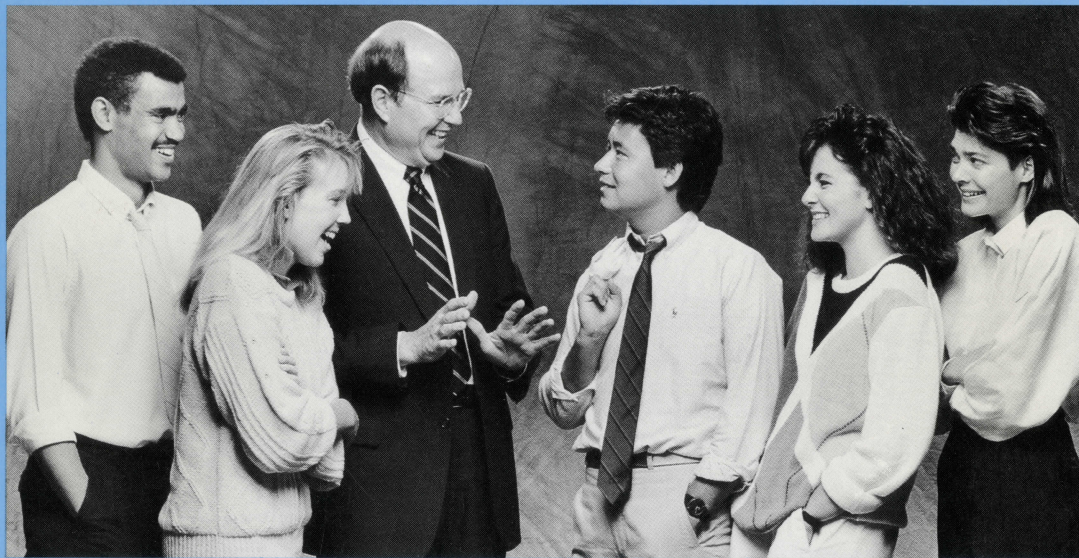
#### Recommended Citation

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**Bulletin of**

# **Loma Linda University**



**Extended Campus  
Programs  
School of Education**

**1987-89**

EXTENDED CAMPUS PROGRAMS  
School of Education  
Loma Linda University  
1987-89 Bulletin

The information in this BULLETIN  
is made as accurate as is possible  
at the time of publication.

Students are responsible for informing  
themselves of and satisfactorily meeting  
all requirements pertinent to their  
relationship with the University.

The University reserves the right  
to make such changes as circumstances  
demand with reference to admission,  
registration, tuition and fees,  
attendance, curriculum requirements,  
conduct, academic standing,  
candidacy, and graduation.

Volume 78, Number 4, May 22, 1987

Published twice a month April 16, 22; twice  
a month May 8, 22; twice a month June 8,  
30; and once a month August 3.

Entered June 7, 1923,  
as second-class matter,  
Loma Linda, California 92350  
USPS 0-74-440

# **EXTENDED CAMPUS PROGRAMS**

## **School of Education**

**Loma Linda University**

**1987-89 Bulletin**



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LOMA LINDA UNIVERSITY is a two-campus Seventh-day Adventist coeducational institution located in inland southern California and is part of the Seventh-day Adventist system of higher education.

On the La Sierra campus, at the west edge of Riverside, curriculums in applied and liberal arts and sciences, business and management, pre-professional programs for the health-related professions, and programs in professional education in fulfillment of requirements for teaching credentials are offered by the College of Arts and Sciences, the School of Education, and the School of Business and Management. On the Loma Linda campus, in the San Bernardino-Redlands area, professional curriculums are offered by the Schools of Allied Health Professions, Dentistry, Health, Medicine, and Nursing. Graduate programs of the departments of the schools are offered from both campuses through the Graduate School.

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, and the North American Division Commission on Accreditation of the Board of Regents of the General Conference of Seventh-day Adventists, Loma Linda University is a member of the American Council on Education and the Association of American Colleges. The professional curriculums of the University are approved by their respective professional organizations.

Curriculums are offered leading to the Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work, Master of Arts, Master of Business Administration, Master of Health Administration, Master of Public Health, Master of Science, Master of Science in Public Health, Specialist in Education, Doctor of Dental Surgery, Doctor of Education, Doctor of Health Science, Doctor of Medicine, Doctor of Philosophy, and Doctor of Public Health.

The core of the combined faculties consists of approximately 743 full-time teachers. Part-time and voluntary teachers, especially clinicians in the professional curriculums, bring the total past 1,885. Men and women from as many as 100 nations are represented in the annual enrollment of approximately 4,400 students.

## NONDISCRIMINATION POLICY

The University is established by the Seventh-day Adventist church as an integral part of its teaching ministry.

The University is committed to equal education and employment opportunities for men and women of all races and does not discriminate on the basis of handicap, sex, race, color, or national origin in its educational and admissions policies, financial affairs, employment programs, student life and services, or any University-administered program.

To this end, the University is in compliance with Titles VI and VII of the Civil Rights Act of 1964 as amended, and substantial compliance with Title IX of the Education Amendments of 1972 (45 CFR 86 et seq.) and Sections 503 and 504 of the Rehabilitation Act of 1973. The University also complies with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Adjustment Act of 1974 and does not discriminate against any employee or applicant for employment on the basis of age or because they are disabled veterans or veterans of the Vietnam era. In addition, the University administers student programs without discrimination on the basis of age, except in those programs where age is a bona fide academic qualification for admission in accordance with the provisions of the Age Discrimination Act of 1975.

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements on the religious teachings and practices of the Seventh-day Adventist church. The University expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist church. The University claims exemptions from the provisions of Title IX set forth in CFR Sections 86.21, 86.31, 86.40, and 86.57(b) insofar as they conflict with church teachings and practices of morality, deportment, and appearance.



## AFFIRMATIVE ACTION

The University routinely monitors its educational and employment practices regarding women, minorities, and the handicapped to ensure compliance with the law and University policy. The University's affirmative action policy is to provide equal access to admissions, educational programs and activities, financial aid, student services, and employment.

In compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, a grievance procedure has been established to process student complaints alleging violation of these regulations or of the University's policy of non-discrimination based on sex or handicap. Inquiries concerning Title IX may be directed to the dean of students. Employment-related discrimination complaints, including those filed by student employees, are processed in conformity with the provisions outlined in existing staff personnel policies. Complaints related to discrimination in academic areas are reviewed in conformity with the procedures established by the academic administration.





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# LOMA LINDA UNIVERSITY

## HISTORY

Loma Linda University has grown out of the institution founded at Loma Linda, California, by the Seventh-day Adventist church in 1905. The original schools — Nursing and Medicine — have been joined by Allied Health Professions, Dentistry, and Health on the Loma Linda campus. In 1967 the former La Sierra College joined the University, adding the College of Arts and Sciences and the School of Education. In 1986 the School of Business and Management was established. The University now comprises two campuses — one at Loma Linda and one in Riverside (La Sierra), California. The Division of Religion and the Graduate School are administered on both campuses.

The University, operated by the Seventh-day Adventist church, is committed to the vision of its founders and sustained by its close association with the church.

## PHILOSOPHY

As implied by its motto, *To Make Man Whole*, the University affirms these tenets as central to its view of education:

God is the creator and sustainer of the universe.

Mankind's fullest development entails a growing understanding of the individual in relation to both God and society.

The quest for truth and professional expertise, in an environment permeated by religious values, benefits the individual and society and advances the ministry of the Seventh-day Adventist church.

## MISSION

Loma Linda University's fundamental purpose as an institution of higher education is to provide — through the faculty, staff, administration, and curricula — an environment for learning that emphasizes individual commitment to Christ, personal integrity, intellectual development, and generous service to mankind and the church.

Particular attention is given to selecting curricula that educate students for Christian service. Whether or not the discipline is directly expressed in denominational employment, the educational philosophy and methodology are molded by Seventh-day Adventist concerns and values.

The University's College of Arts and Sciences provides a significant liberal arts foundation intended to broaden and enrich the student, whatever the career choice. Professional and postbaccalaureate programs concentrate University resources in religion, education, social services, health and biomedical sciences, and other fields having a history of high priority among Seventh-day Adventists.

Although many Seventh-day Adventist students at Loma Linda University come from the western United States and most from North America, the University recognizes the larger constituency of the Adventist church throughout the world. Other students who esteem the Christian values of the University provide an additional constituency.

Because Loma Linda University is part of a system of Seventh-day Adventist institutions of higher education, it often serves these institutions through professional collaboration as well as academic agreements. Moreover, the University responds continually to the church's needs for skilled professionals, scholars, and administrators.

Loma Linda University's commitment to excellence in teaching is undergirded by scholarly activity, with growing emphasis on research in areas consistent with its educational goals. The University also provides extensive continuing professional education both locally and on distant campuses in North America and abroad.

In expressing its mission the University

retains the practices of weekly chapel services on both campuses and required study in religion for all students because these activities not only develop and reinforce Christian community, but also add richness and balance to the academic, spiritual, and social life of the student. Furthermore, the University expects its citizens to live in harmony with the Seventh-day Adventist lifestyle.

under the direction of the Board of Trustees, embraces the concept of shared participation in governance among administration, faculty, and students as the process by which decisions are made, implemented, and evaluated.



fosters the ideal of academic freedom, seeking to protect the faculty member from pressures both internal and external which would hinder the pursuit of knowledge and truth. At the same time it assumes that faculty members will act responsibly within the context of the philosophy and mission of the University.

affirms and practices nondiscrimination with regard to age, color, gender, ethnic origin, or handicap. It does, however, offer Adventist students preference in admission; and faculty and staff are recruited with specific attention to their membership in the Seventh-day Adventist church.

Loma Linda University readily accepts its role as a resourceful contributor to its constituencies, higher education, and the local community.

ADOPTED BY THE BOARD OF TRUSTEES  
August 26, 1985

THE SCHOOL OF EDUCATION has its origin in the first teacher education courses that were offered in 1923 on what is now the La Sierra campus (at Riverside) of Loma Linda University. The institution was then called La Sierra Academy and Normal School. In 1925, when the education department was organized, the emphasis was on elementary teacher education.

Two years later the school became Southern California Junior College, and a two-year professional curriculum was offered to meet the credential needs of church school teachers. A building was erected to serve as a parochial school for the community and a demonstration school for the education department. This building burned and was replaced in 1947 by a laboratory school northeast of the campus.

The name of the institution was changed to La Sierra College in 1939. That year the Northwest Association of Secondary and Higher Schools gave accreditation for fifteen grades, and full senior college accreditation followed in 1946.

The College was united with Loma Linda University in 1967 and became the College of Arts and Sciences. The education department, continuing a year as a division of the College, was reorganized in 1968 as the School of Education, with four departments currently designated:

Department of Administration and Leadership

Department of Curriculum and Instruction

Department of Educational Foundations and Research

Department of Educational Psychology and Counseling

**Goals** The goals of the School of Education are:

1. To provide the student opportunities to gain the knowledge, skills, and attitudes required for success in the chosen area of study in education.
2. To help inservice and prospective educational personnel to build a sound philosophy of education in Christian, historical, and sociological context.
3. To enable the student to implement the basic principles of education through the use of tested psychological theory and practice in the educative process.
4. To motivate investigative curiosity and a desire to participate in the advancement of knowledge, particularly in the art and science of education.
5. To help the student develop knowledge and skill in educational research so that a contribution may be made to the advancement of education.
6. To engender and nurture in the student the desire to use professional skills in selfless service to mankind, regardless of race or creed or geographical location.
7. To provide qualified and dedicated educational personnel for the schools.

**Administration** The dean is the chief administrative officer of the School. The associate dean and the department chairmen are directly responsible to the dean and collaborate with him and the faculty to develop instructional programs in the four departments. Directors of the various services of the School are also responsible to the dean. He presides at meetings of the Executive Committee, committees on admissions and graduate programs, and at general meetings of the faculty. He also chairs the Executive Committee for Extended Campus Programs. The associate dean's primary responsibilities are in the areas of credential and off-campus programs. He is the chief credentials adviser and the director of Extended Campus Programs.



Chapel  
Avondale College

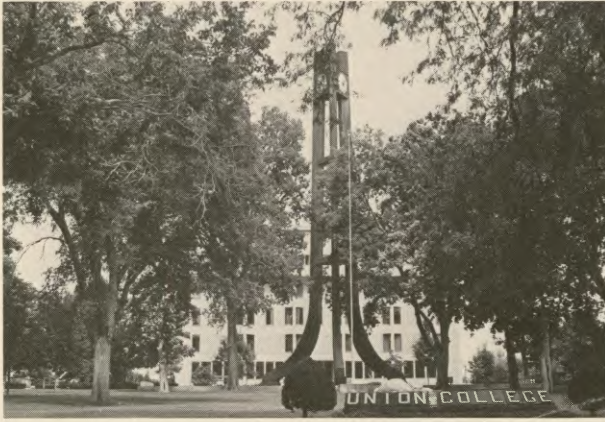


Wright Hall  
Southern College



Administration Building  
Canadian Union College





The Clock Tower  
Union College



Library  
Universidad Adventista  
de Centro America



Hole Memorial Auditorium  
Loma Linda University  
La Sierra campus



THE EXTENDED CAMPUS concept was a dream that came to fruition in 1978 when, in answer to the "Macedonian" call, Loma Linda University's School of Education began offering graduate programs on the Union and Southern College (formerly Southern Missionary College) campuses. Another campus, Canadian Union College, was added in 1983. These unique programs leading to the Master of Arts degree in elementary education are programmed during the summer quarters expressly for the purpose of offering further training and enrichment to Seventh-day Adventist elementary school teachers. Within these programs are certain core courses that are applicable to all graduate programs in the School of Education, Loma Linda University. Those who wish to pursue a graduate degree on the La Sierra campus may elect to take these core courses on an extended campus. The programs are also structured to assist in fulfilling requirements for teaching credentials issued by the General Conference of Seventh-day Adventists Department of Education. Credentialing responsibility will be assumed by the respective union conference offices of education.

The program took on a more international flavor in 1986 when campuses were opened in Costa Rica and Australia. The program in Costa Rica, located on the campus of Universidad Adventista de Centro America in Alejuela, serves the six nations of Central America and offers the Master of Arts degree in administration and leadership. The program in Australia, located on the campus of Avondale College in Cooranbong, offers the Master of Arts degree in administration and leadership and also the Master of Arts degree in curriculum and instruction.

Courses are offered in the summer session in both areas during December and January.

For further information on any of the above programs, please write to the Associate Dean, School of Education, Loma Linda University, Riverside, CA 92515; or to the extended campus coordinator of the extended campus in your area:

Canadian Union College  
Box 430  
Alberta, Canada T0C 0Z0

Southern College  
P.O. Box 370  
Collegedale, Tennessee 37315-0370

Union College  
3800 South 48th Street  
Lincoln, Nebraska 68506

Avondale College  
c/o Education Director  
South Pacific Division of S.D.A.  
148 Fox Valley Road  
Wahroonga, N.S.W. 2076  
Australia  
Universidad Adventista de  
Centro America  
Apartado 138  
Alejuela, Costa Rica

## North America



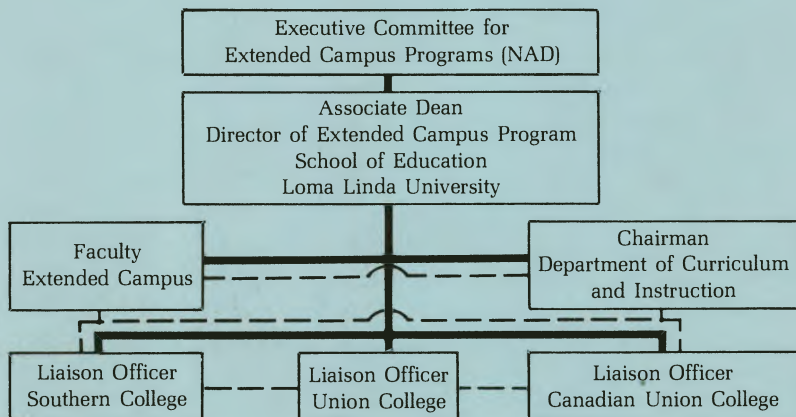
# EXTENDED CAMPUS PROGRAMS IN NORTH AMERICA

## OPERATIONAL STRUCTURE

The Executive Committee for the Extended Campus Programs, which plans programs and staffing, is comprised of the following:

dean and associate dean of Loma Linda University's School of Education; presidents, academic deans, and liaison officers of Canadian Union, Southern, and Union colleges;

educational directors of Southern, Mid-America, and Canadian Union conferences.



Dean, Loma Linda University, School of Education;

Chairman, Executive Committee

Associate Dean, Loma Linda University School of Education

Chairman, Department of Curriculum and Instruction,

Loma Linda University

JAMES N. SCOTT, ED.D.

BETTY T. McCUNE, ED.D.

Liaison Officers:

Canadian Union College

Southern College

Union College

REO GANSON, PH.D.

GERALD COLVIN, PH.D.

CHARLES FELTON, PH.D.



## ADMISSION INFORMATION

**Admission** Students seeking admission to the master's degree program shall have completed a bachelor's degree and otherwise have met requirements for admission to Loma Linda University School of Education. Students wishing to enroll for professional enrichment may do so as special students. Courses taken for enrichment may not apply to a regular degree program except by special approval of the School of Education. Students having any questions concerning the Extended Campus Programs should feel free to call the associate dean collect at 714/785-2225 or toll free at 800/422-4LLU.

**Conference teachers** On or before March 1, a letter with a brochure describing the program and an application form will be mailed to all teachers in the Canadian, Mid-America, and Southern Union Conferences of Seventh-day Adventists. Completed application forms (including a \$10 application fee for first-time applicants) should be returned to the Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515, before April 1. Acceptance letters will be mailed to first-time applicants on or before May 1.

**Nonconference teachers** Nonconference teachers should request an application form from the Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515; and return the completed form (including a \$10 U.S. application fee for first-time applicants) to the Office of the Associate Dean before April 1. Acceptance letters will be mailed to new applicants on or before May 1.

**Returning students** Students are accepted into the program for a period of seven years. However, they must submit a new application each year (no fee is charged after the initial application). Completed forms should be returned to the Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515, before May 1.

**Transfer credit** Students may transfer 9 quarter hours from an accredited graduate institution. Additional hours may be transferred by action of the graduate committee. Transfer of credit from Andrews University, Pacific Union College, and Walla Walla College (sister institutions) may be more liberal.

**Official transcripts** The applicant must request that official transcripts of all college work taken elsewhere be sent to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

**Who to contact** For Loma Linda University transcripts send \$2.00 (U.S.) for each transcript, along with written request to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

For answers to questions regarding student programs write: Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515

For housing at the extended campus write: Extended Campus Coordinator (your campus).

## FINANCIAL INFORMATION

In-service teachers authorized by their respective union conferences and accepted into the Master of Arts degree program will receive full tuition scholarships for the approved extended campus program.

Students not on a union conference scholarship program will pay regular Loma Linda University summer tuition rates and will be billed by Loma Linda University.

## STUDENT SERVICES

**General** Student handbooks are available through the student affairs offices on the respective campuses. The handbook outlines services for students, including housing, food, and health services.

**Academic** Academic advisement will be handled by the extended campus coordinator on each campus and the associate dean of the School of Education. The three major stages of the master's degree program are:

- Stage I Program review and departmental approval, 15 units.
- Stage II Advancement to candidacy, 30 units.
- Stage III Program completion, 45 units.

**Stage I** Program development and departmental approval before completion of 15 units.

**Stage II** Advancement to candidacy, 30 units.

1. Completion of basic requirements.
2. Completion of approximately 30 units of the program with a grade point average of 3.0 or higher.
3. Written application for candidacy.
4. Graduate Record Examination (GRE) (Advanced in Education).

**Stage III** Program completion, 45 units.

1. Written application for graduation.
2. Completion of course work with a grade point average of 3.0 or higher.
3. Completion of written comprehensive examination (exemption based upon a GRE Advanced in Education score at the 35th percentile or higher).



## ACADEMIC INFORMATION

**Registration** The respective coordinators of the Extended Campus Programs are responsible for the registration procedures on their own campuses. Students will register for each class individually during the first class period of the course. A full load is considered to be 12 quarter units.

**Grade reports** Grade reports will be mailed to students toward the end of August.

**Grading system** Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed as follows:

### Grades

A	4.0	Outstanding performance
A-	3.7	
B+	3.3	
B	3.0	Very good performance
B-	2.7	
C+	2.3	

C	2.0	Satisfactory performance (undergraduate)
---	-----	--

C-	1.7*	
D+	1.3*	
D	1.0*	Minimum acceptable performance for credit

\* Not acceptable on a major, minor, or professional education program

### Status

AU	Audit
IP	In progress
W	Withdraw (no credit)

I	Incomplete
S	Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)

**GPA** To be eligible for graduation, the graduate student must earn a grade point average of 3.0 or higher at the master's degree level.

## EXTENDED CAMPUS PROGRAM — PROJECTED SUMMER SCHEDULE

### Canadian Union College and Southern College

### Union College

#### Summer 1988 (Tentative)

- \*EDCI 514 Curriculum Planning (3)
- \*EDCI 564 Special Education in the Regular Classroom (3)
- EDCI 570 Development and Preparation of Curriculum Materials (3)
- RELH 635 Seminar in Church History (4)

- \*EDCI 519 Principles and Practices of Discipline (3)
- EDCI 538 Diagnosis and Remediation of Reading Difficulties (3)
- \*EDAD 524 Educational Organization and Leadership (3)
- EDAD 545 Supervision of Instruction (3)

#### Summer 1989 (Tentative)

- \*EDCI 519 Principles and Practices of Discipline (3)
- EDCI 538 Diagnosis and Remediation of Reading Difficulties (3)
- \*EDAD 524 Educational Organization and Leadership (3)
- EDAD 545 Supervision of Instruction (3)

- \*EDCI 514 Curriculum Planning (3)
- \*EDCI 564 Special Education in the Regular Classroom (3)
- EDCI 570 Development and Preparation of Curriculum Materials (3)
- RELH 635 Seminar in Church History (4)

#### Summer 1990 (Tentative)

- \*EDPC 506 Instructional Evaluation Design (3)
- \*EDPC 540 Principles of Guidance (3)
- EDCI 550 Advanced Instructional Models (3)
- \*\*EDCI 616-627 Seminar in Elementary Education (3)
- RELT 614 Seminar in Theological Studies

- \*EDFO 504 Methods and Materials of Research (3)
- \*EDPC 505 Psychological Theories of Instruction (3)
- EDCI 546 Development and Implementation of Curriculum (3)
- EDCI 547 The Bible in Curriculum Planning (3)

#### Summer 1991 (Tentative)

- \*EDFO 504 Methods and Materials of Research (3)
- \*EDPC 505 Psychological Theories of Instruction (3)
- EDCI 546 Development and Implementation of Curriculum (3)
- EDCI 547 The Bible in Curriculum Planning (3)

- \*EDPC 506 Instructional Evaluation Design (3)
- \*EDPC 540 Principles of Guidance (3)
- EDCI 550 Advanced Instructional Models (3)
- \*EDCI 616-627 Seminar in Elementary Education (3)
- RELT 614 Seminar in Theological Studies

\*Required for the Master of Arts degree in elementary education

\*\*Topic to be selected

### OTHER DEGREE OPTIONS\*

Several of the courses listed above are also basic or elective options toward degrees offered only on the La Sierra campus in: **administration, counseling and guidance, special education, or educational foundations.** For those wishing to pursue these options or other advanced degrees, write your union director of education about the possibility of a scholarship package plan offered by the School of Education to your union.

The **Master of Arts degree in secondary teaching** may be obtained by completing three quarters on the extended campus (36 quarter units) and transferring in 9 quarter units of graduate credit in your specialty area.

\* Through careful planning with your department chairman on the La Sierra campus

# COURSE DESCRIPTIONS

## NORTH AMERICA

### **EDAD 524 Educational Organization and Leadership (3)**

For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration. Examines educational systems and services, legal structures, financial support systems, and administrative purposes of public and nonpublic education.

### **EDAD 545 Supervision of Instruction (3)**

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.

### **\*EDAD 577 Directed Readings (2-4)**

Topics in educational administration.

### **EDAD 694 Seminar in Administration and Leadership (1-3)**

Discussion of contemporary issues in school administration by advanced students and/or experienced administrators. Student reports on current issues and the latest readings in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.

### **EDCI 514 Curriculum Planning (3)**

Provides an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore developments of the school curriculum, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.

### **EDCI 519 Principles and Practices of Discipline (3)**

Examines certain basic principles of discipline, reviews a variety of philosophical approaches to discipline, and identifies practical procedures for administrators and teachers by which to attain and maintain acceptable school and classroom management.

### **EDCI 538 Diagnosis and Remediation of Reading Difficulties (3)**

Provides information and skills to enable the classroom teacher to diagnose, prescribe, and evaluate the needs and experiences of students with reading problems.

### **EDCI 546 The Development and Implementation of Curriculum (3)**

Examines the processes of curriculum development. Encompasses five major aspects of curriculum: assessment, development, orientation, implementation, and evaluation. Particular emphasis placed on implementation.

### **EDCI 547 The Bible in Curriculum Planning (3)**

The Bible, serving as the basic text, provides the principles for planning and developing curriculum in areas such as: philosophy and goals in curriculum development, design and structure of curriculum, principles of teaching, basic subject matter, and evaluation. Emphasis on educational concepts rather than on definitive church doctrines.

### **EDCI 550 Advanced Instructional Models (3)**

Investigates in depth the major families and models of teaching strategies, enabling educators to become acquainted with and skilled in a variety of instructional strategies.

### **EDCI 564 Special Education in the Regular Classroom (3)**

Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.

### **EDCI 570 The Development and Preparation of Curriculum Materials (3)**

Helps educators acquire proficiency in the preparation and development of curriculum materials not readily available through commercial or educational sources.

### **EDCI 577 Directed Readings (1-4)**

### **EDCI 599 Research Topics in Curriculum and Instruction (2-6)**



## SEMINARS, ELEMENTARY EDUCATION

Courses 616-627 provide opportunity for study of curriculum and instruction practices in elementary schools. These courses occasionally are scheduled upon request of the field or constituency.

Prerequisite: Teaching experience; consent of the instructor.

**EDCI 616 Reading (3)**

**EDCI 617 Language Arts (3)**

**EDCI 618 Social Studies (3)**

**EDCI 619 Mathematics (3)**

**EDCI 620 Science and Health (3)**

**EDCI 624 Health and Physical Education (3)**

**EDCI 625 Religion (3)**

**EDCI 626 Art (3)**

**EDCI 627 Music (3)**

**EDCI 694 Seminar in Curriculum and Instruction (3)**

Discussion of contemporary issues in curriculum and instruction. Topics to be chosen on the basis of current concerns and students' needs.

**EDFO 504 Methods and Materials of Research (3)**

**EDFO 577 Directed Readings (2-4)**

Topics in educational foundations.

**EDFO 649 Seminar in Seventh-day Adventist Education (3)**

The use of analytic and systematic approaches in examining the past and present status of theory and practice of Seventh-day Adventist education.

**EDPC 505 Psychological Theories of Instruction**

Theoretical approaches to learning and teaching, studied for the purpose of developing better understandings of the psychological dynamics underlying various classroom practices.

**EDPC 506 Instructional Evaluation Design (3)**

A practical introduction to the principles and techniques of designing evaluation activities and tests for measuring classroom learning and instructional products. Includes criterion-referenced approaches, formative and summative instruments, critical incident observations, and other related measurement concepts.

**EDPC 540 Principles of Guidance (3)**

Concepts, methods, and philosophy of the educational, vocational, health, and civic-ethical-social guidance of students.

**EDPC 577 Directed Readings (1-4)**

Prerequisite: Consent of the department chairman.

**RELB 624 New Testament Seminar (3-4)**

**RELH 586 Ellen G. White: Her Life and Thought (3-4)**

A study of the key events in the life of Ellen G. White (1827-1915) and her major theological contribution.

**RELH 635 Seminar in Church History (4)**

A study of the history of Seventh-day Adventism and the Spirit of Prophecy.

**RELT 614 Seminar in Theological Studies (3-4)**

NOTE: Additional courses from the School of Education may be substituted.

## Australia





# EXTENDED CAMPUS PROGRAM IN AUSTRALIA

## OPERATIONAL STRUCTURE

The Office of Education administrator of the South Pacific Division meets with the administration of the School of Education at least once a year to evaluate, refine, and update the program and procedures.

## ADMISSION INFORMATION

Students for the program in Australia are screened and selected by the South Pacific Division and recommended to the School of Education Admissions Committee. Applications to the program are sent through the division office to the School of Education.

**Official transcripts** The applicant must request that official transcripts of all college work taken elsewhere be sent to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

**Who to contact** For Loma Linda University transcripts, send \$2.00 (U.S.) for each transcript, along with written request to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

For answers to questions regarding student programs write: Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

For housing at the extended campus write: Extended Campus Coordinator (your campus).

## FINANCIAL INFORMATION

Scholarships are provided by the South Pacific Division.

## STUDENT SERVICES

**General** Student handbooks are available through the student affairs offices on the respective campuses. The handbook outlines services for students, including housing, food, and health services.

**Academic** Academic advisement will be handled by the extended campus coordinator on campus and the associate dean of the School of Education. The three major stages of the master's degree program are:

- Stage I Program review and departmental approval, 15 units.
- Stage II Advancement to candidacy, 30 units.
- Stage III Program completion, 45 units.

**Stage I** Program development and departmental approval before completion of 15 units.

**Stage II** Advancement to candidacy, 30 units.

1. Completion of basic requirements.
2. Completion of approximately 30 units of the program with a grade point average of 3.0 or higher.
3. Written application for candidacy.
4. Graduate Record Examination (GRE) (Advanced in Education).

**Stage III** Program completion, 45 units.

1. Written application for graduation.
2. Completion of course work with a grade point average of 3.0 or higher.
3. Completion of written comprehensive examination (exemption based upon a GRE Advanced in Education score at the 35th percentile or higher).

## ACADEMIC INFORMATION

**Registration** The coordinator of the Extended Campus Program is responsible for the registration procedures on campus. Students will register for each class individually during the first class period of the course. A full load is considered to be 12 quarter units.

**Grade reports** Grade reports will be mailed to students toward the end of August.

**Grading system** Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed as follows:

### Grades

A	4.0	Outstanding performance	C	2.0	Satisfactory performance (undergraduate)
A—	3.7		C—	1.7*	
B+	3.3		D+	1.3*	
B	3.0	Very good performance	D	1.0*	Minimum acceptable performance for credit
B—	2.7				
C+	2.3				

\* Not acceptable on a major, minor, or professional education program

### Status

AU	Audit	I	Incomplete
IP	In progress	S	Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)
W	Withdraw (no credit)		

**GPA** To be eligible for graduation, the *graduate* student must earn a grade point average of 3.0 or higher at the master's degree level.



# EXTENDED CAMPUS PROGRAM IN AUSTRALIA — SIX-YEAR CYCLE

## JANUARY QUARTER — AVONDALE COLLEGE CAMPUS

Number of  
students

(10)

(20)

(30)

(30)  
LLU campus

(20)

(10)

Group I  
M.A. degree  
in adminis-  
tration and  
leadership

EDAD 524	3	
EDAD 696	3 (PIP)	
EDFO 504	3	
EDAD 524	3 wks	1 wk EDAD 696
EDFO 504	4 wks	

EDAD 545	3 (PIP)	
EDCI 514	3	
EDPC 540	3 (PIP)	
EDPC 540	2 wks	2 wks EDAD 545
EDCI 514	4 wks	

EDAD 695	3 (PIP)	
EDAD 687	3 (PIP)	
EDCI 564	3	
EDAD 687	2 wks	2 wks EDAD 695
EDCI 564	4 wks	

EDAD 570	3	EDAD 674	3 (IP)
EDAD 576	3	EDAD 694	3 (IP)
Elective	3	Elective	3
EDAD 570	6 wks	(IP)	2 wks
EDAD 576	6 wks	EDAD 674	
Elective	6 wks	(IP)	2 wks
Elective	6 wks	EDAD 694	

Group I	Units
EDAD	27
EDCI	6
EDFO	3
EDPC	3
Elective	6
Total	45

Group II  
M.A. degree  
in curricu-  
lum and  
instruction

EDAD 545	3 (PIP)	
EDCI 514	3	
EDPC 540	3 (PIP)	
EDPC 540	2 wks	2 wks EDAD 545
EDCI 514	4 wks	

EDAD 695	3 (PIP)	
EDAD 687	3 (PIP)	
EDCI 564	3	
EDAD 687	2 wks	2 wks EDAD 695
EDCI 564	4 wks	

EDCI 696	3 (PIP)	
EDCI 519	3	
EDFO 504	3	
EDCI 519	3 wks	1 wk EDCI 696
EDFO 504	4 wks	

LLU campus

EDCI 550	3	EDCI 547	3 (IP)
EDCI 552	3	Elective	3 (IP)
Elective	3	Elective	3
EDCI 550	6 wks	(IP)	2 wks
EDCI 552	6 wks	EDCI 547	
EDCI 546	6 wks	(IP)	2 wks
Elective	6 wks	EDCI 550	

Group II	Units
EDAD	9
EDCI	27
EDFO	3
EDPC	3
Elective	3
Total	45

Group III  
M.A. degree  
in adminis-  
tration and  
leadership

EDAD 695	3 (PIP)	
EDAD 687	3 (PIP)	
EDCI 564	3	
EDAD 687	2 wks	2 wks EDAD 695
EDCI 564	4 wks	

EDAD 696	3 (PIP)	
EDCI 519	3 (PIP)	
EDFO 504	3	
EDCI 519	3 wks	1 wk EDAD 696
EDFO 504	4 wks	

EDAD 545	3 (PIP)	
EDAD 524	3 (PIP)	
EDCI 514	3	
EDAD 545	2 wks	2 wks EDAD 524
EDCI 514	4 wks	

LLU campus

EDAD 570	3	EDAD 674	3 (IP)
EDAD 576	3	EDCI 546	3
EDPC 540	3	EDAD 694	3 (IP)
EDAD 570	6 wks	(IP)	2 wks
EDAD 576	6 wks	EDAD 674	
EDPC 540	6 wks	(IP)	2 wks
EDCI 546	6 wks	EDAD 694	

Group III	Units
EDAD	27
EDCI	12
EDFO	3
EDPC	3
Total	45

Designations: PIP — Involves classes in which pre-session and post-session assignments will be required.

IP — Involves classes in which post-session assignments will be required.

## COURSE DESCRIPTIONS

### AUSTRALIA

Courses marked "A" will be taught on the Avondale campus, and courses marked "L" will be taught on the La Sierra campus of Loma Linda University.

**A EDAD 524 Educational Organization and Leadership (3)**

For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration. Examines educational systems and services, legal structures, financial support systems, and administrative purposes of public and nonpublic education.

**A EDAD 545 Supervision of Instruction (3)**

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.

**L EDAD 570 Personnel Administration in Education (3)**

Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and in-service improvement of personnel.

**L EDAD 576 School Administration, K-12 (3)**

Focus on principles and theories of administration and leadership of schools. Study of leadership opportunities and responsibilities in areas of purpose, direction, accountability, organization management, personnel relationships, student problems and services, and school/community relations.

**A EDAD 577 Directed Readings (2-4)**

Topics in educational administration.

**L EDAD 674 A, B Seminar in Supervision of Instruction (3)**

Covers the role, aims, and principles of supervision of instruction for elementary and secondary schools; helps teachers and staff members to coordinate and correlate the instructional programs and areas of instruction. For those preparing for responsibility as supervisor, department head, principal, or superintendent.

**A EDAD 687 Seminar in Leadership in Organizations (3)**

A study of leadership as a unique activity. Emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

**L EDAD 694 Seminar in Administration and Leadership (3)**

Discussion of contemporary issues in school administration by advanced students and/or experienced administrators. Student reports on current issues and the latest readings in administration. Topics chosen based on the needs of the class and each student. Written and oral reports.

**A EDAD 695 Seminar in Planning in Organizations (3)**

A study of planning as a function of leadership. Emphasis on concepts, perspectives, theory, operationalizing, implementation, evaluation, teaching, consulting.

**A EDAD 696 Research Project (3)**

Execution and report of a research study in education, with consultation. Student to register for course after consultation with adviser.

Prerequisite: EDFO 504.

**A EDCI 514 Curriculum Planning (3)**

Provides an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore developments of the school curriculum, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.

- A EDCI 519 Principles and Practices of Discipline (3)**  
Examines certain basic principles of discipline, reviews a variety of philosophical approaches to discipline, and identifies practical procedures for administrators and teachers by which to attain and maintain acceptable school and classroom management.
- L EDCI 546 The Development and Implementation of Curriculum (3)**  
Examines the processes of curriculum development. Encompasses five major aspects of curriculum: assessment, development, orientation, implementation, and evaluation. Particular emphasis placed on implementation.
- L EDCI 547 The Bible in Curriculum Planning (3)**  
The Bible, serving as the basic text, provides the principles for planning and developing curriculum in areas such as: philosophy and goals in curriculum development, design and structure of curriculum, principles of teaching, basic subject matter, and evaluation. Emphasis on educational concepts rather than on definitive church doctrines.
- L EDCI 550 Advanced Instructional Models (3)**  
Investigates in depth the major families and models of teaching strategies, enabling educators to become acquainted with and skilled in a variety of instructional strategies.
- L EDCI 552 Analysis of Curricular Alternatives (3)**  
Examines trends in and varieties of curricular practices. Seeks additional creative means of improving curriculum and instruction.
- L EDCI 560 Comparative Curricula (3)**  
Compares a variety of curriculum designs among the countries of the world, among private and parochial schools, and among state schools. Provides educators with ideas for improving the curricula of the school systems in which they work.
- A EDCI 564 Special Education in the Regular Classroom (3)**  
Identifies emerging responsibilities of the regular educator for the education of children with special needs. Methods of identifying such children and developing for them individualized programs and appropriate teaching strategies.
- A EDCI 577 Directed Readings (1-4)**
- A EDCI 696 Research Project (3)**
- A EDFO 504 Methods and Materials of Research (3)**  
The electives, all of which will be taken on the La Sierra campus of Loma Linda University, are listed in the Loma Linda University School of Education BULLETIN.
- A&L EDPC 540 Principles of Guidance (3)**  
Concepts, methods, and philosophy of the educational, vocational, health, and civic-ethical-social guidance of students.





## Costa Rica





# EXTENDED CAMPUS PROGRAM IN COSTA RICA

## OPERATIONAL STRUCTURE

The Office of Education administrators of the Central American Union and the president of Universidad Adventista de Centro America meet with the administration of the School of Education at least once a year to evaluate, refine, and update the program and procedures.

## ADMISSION INFORMATION

Students for the program in Costa Rica are screened and selected by the Central American Union and recommended to the School of Education Admissions Committee. Applications to the program are sent through the appropriate union office to the School of Education.

**Official transcripts** The applicant must request that official transcripts of all college work taken elsewhere be sent to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

**Who to contact** For Loma Linda University transcripts, send \$2.00 (U.S.) for each transcript, along with written request to: Office of University Records, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

For answers to questions regarding student programs write: Associate Dean, School of Education, Loma Linda University, La Sierra Campus, Riverside, CA 92515.

For housing at the extended campus write: Extended Campus Coordinator (your campus).



## FINANCIAL INFORMATION

Scholarships are provided by the Central American Union.

## STUDENT SERVICES

**General** Student handbooks are available through the student affairs offices on the respective campuses. The handbook outlines services for students, including housing, food, and health services.

**Academic** Academic advisement will be handled by the extended campus coordinator on campus and the associate dean of the School of Education. The three major stages of the master's degree program are:

- Stage I Program review and departmental approval, 15 units.
- Stage II Advancement to candidacy, 30 units.
- Stage III Program completion, 45 units.

**Stage I** Program development and departmental approval before completion of 15 units.

**Stage II** Advancement to candidacy, 30 units.

1. Completion of basic requirements.
2. Completion of approximately 30 units of the program with a grade point average of 3.0 or higher.
3. Written application for candidacy.
4. Graduate Record Examination (GRE) (Advanced in Education).

**Stage III** Program completion, 45 units.

1. Written application for graduation.
2. Completion of course work with a grade point average of 3.0 or higher.
3. Completion of written comprehensive examination (exemption based upon a GRE Advanced in Education score at the 35th percentile or higher).

## ACADEMIC INFORMATION

**Registration** The coordinator of the Extended Campus Program is responsible for the registration procedures on campus. Students will register for each class individually during the first class period of the course. A full load is considered to be 12 quarter units.

**Grade reports** Grade reports will be mailed to students toward the end of August.

**Grading system** Grades and status designations are reported and recorded to indicate credit and standing, and grade points are computed as follows:

### Grades

A	4.0	Outstanding performance	C	2.0	Satisfactory performance (undergraduate)
A—	3.7		C—	1.7*	
B+	3.3		D+	1.3*	
B	3.0	Very good performance	D	1.0*	Minimum acceptable performance for credit
B—	2.7				
C+	2.3				

\* Not acceptable on a major, minor, or professional education program

### Status

AU	Audit	I	Incomplete
IP	In progress	S	Satisfactory performance (equivalent to C or better at undergraduate level; B or better at graduate level)
W	Withdraw (no credit)		

**GPA** To be eligible for graduation, the *graduate* student must earn a grade point average of 3.0 or higher at the master's degree level.

EXTENDED CAMPUS PROGRAM IN COSTA RICA — FOUR-YEAR CYCLE  
DECEMBER-JANUARY QUARTER — UNIVERSIDAD ADVENTISTA DE CENTRO AMERICA CAMPUS

FIRST YEAR			SECOND YEAR			THIRD YEAR			FOURTH YEAR		
6 WEEKS			6 WEEKS			6 WEEKS			6 WEEKS		
WEEKS	UNITS		WEEKS	UNITS		WEEKS	UNITS		WEEKS	UNITS	
EDFO 504	(2)	3	EDCI 514	(2)	3	EDPC 505	(2)	3	EDAD 579	(2)	3
EDPC 405	(2)	3	EDAD 570	(2)	3	EDAD 545	(2)	3		+ Imple.	
EDAD 688	(1)	3		+ Imple.			+ Imple.		EDAD 695	(2)	3
	+ Imple.		EDAD 524	(2)	3	EDAD 576	(2)	3		+ Imple.	
EDAD 690	(1)	3		+ Imple.			+ Imple.		EDAD 687	(2)	3
	+ Imple.		RELB 559	(2)	3	RELB 558	(2)	3	RELB 558	(2)	3
		12			12			12	or 559		12

TOTAL: 45 Units

NOTE: Those courses noted with “+ Imple.” are seminar courses which are followed by implementation tasks covering the following three quarters. Final grades for these courses are not given until the implementation tasks are completed and submitted.

In essence, this stretches out the six-weeks session throughout the year, relieving the students of too heavy an academic responsibility during the six weeks.



## COURSE DESCRIPTIONS

### COSTA RICA

#### **EDAD 524 Educational Organization and Leadership (3)**

For persons not specializing in administration, or a beginning course for persons expecting to specialize in administration. Examines educational systems and services, legal structures, financial support systems, and administrative purposes of public and nonpublic education.

#### **EDAD 545 Supervision of Instruction (3)**

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision.

#### **EDAD 570 Personnel Administration in Education (3)**

Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and in-service improvement of personnel.

#### **EDAD 576 School Administration, K-12 (3)**

Focus on principles and theories of administration and leadership of schools. Study of leadership opportunities and responsibilities in areas of purpose, direction, accountability, organization management, personnel relationships, student problems and services, and school/community relations.

#### **EDAD 579 School Finance (3)**

Review of public and nonpublic school revenues and educational finance support programs. Examination of local ability and effort in financing schools. Study of school financial statements and budgets.

#### **EDAD 687 Seminar in Leadership in Organizations (3)**

A study of leadership as a unique activity. Emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

#### **EDAD 688 Seminar in Divine Dynamics of SDA Education (3)**

A study of the origin, nature, and purpose of SDA education. Emphasis on the role of the school leader, particularly relating to the divine agencies.

#### **EDAD 690 Seminar in Communication in Organizations (3)**

A study of communication as it affects the work of the leader. Emphasis on concepts, perspectives, theory, skills, operationalizing, implementation, evaluation, teaching, and consulting.

#### **EDAD 695 Seminar in Planning in Organizations (3)**

A study of planning as a function of leadership. Emphasis on concepts, perspectives, theory, operationalizing, implementation, evaluation, teaching, and consulting.

#### **EDCI 514 Curriculum Planning (3)**

Provides an overview of curriculum from the societal level to the classroom level and the experiences of the learner. Provides opportunity to explore developments of the school curriculum, K-12; to examine philosophical bases for curriculum development; and to investigate procedures for organizing the curriculum for effective learning.

#### **EDFO 504 Methods and Materials of Research (3)**

#### **EDPC 405 Dynamics of Individual Behavior (3)**

Inquiry into the basic factors shaping man's intellectual, emotional, and social behavior. Implications for effective personal adjustment and self-actualization.

#### **EDPC 505 Psychological Theories of Instruction (3)**

Theoretical approaches to learning and teaching, studied for the purpose of developing better understandings of the psychological dynamics underlying various classroom practices.

**RELB 558 Old Testament Theology (4)**

The major theological concepts of the Old Testament, with a view to their impact on Christian life and thought.

**RELB 559 New Testament Theology (4)**

An examination of the major theological themes of the teachings of Jesus as set forth in the Gospels, the Kerygma of the primitive Church, the letters of Paul, and the Johannine writings.





## ADMINISTRATION

## LOMA LINDA UNIVERSITY

THE TRUSTEES

Chairman	WALLACE O. COE
Vice Chairman	THOMAS J. MOSTERT, JR.
Secretary	RICHARD A. JAMES

## OFFICES OF THE UNIVERSITY

President		NORMAN J. WOODS, PH.D.
Vice President	Academic Administration	HELEN W. THOMPSON, PH.D.
Vice President	Medical Affairs	DAVID B. HINSHAW, SR., M.D.
Vice President	Financial Administration	JAMES A. GREENE, B.S.
Vice President	Public Relations and Development	W. AUGUSTUS CHEATHAM, M.S.W.
Provost	La Sierra campus	R. DALE MCCUNE, ED.D.

## LA SIERRA CAMPUS ACADEMIC ADMINISTRATION

Provost	R. DALE McCUNE, ED.D.
Dean, College of Arts and Sciences	ANEEs A. HADDAD, PH.D.
Dean, School of Education	WALLACE D. MINDER, ED.D
Emeritus Dean, School of Education	WILLARD H. MEIER, ED.D.
Associate Dean, School of Education	JAMES N. SCOTT, ED.D.

## SCHOOL OF EDUCATION EXECUTIVE COMMITTEE

Dean  
Associate Dean  
Department Chairmen

AVONDALE COLLEGE

President	BRYAN W. BALL, PH.D.
Assistant President	TIMOTHY V. GORLE, ED.D.
Education Director, South Pacific Division; Extended Campus Liaison Officer	GERALD F. CLIFFORD, ED.D.

CANADIAN UNION COLLEGE

President	REO E. GANSON, PH.D.
Vice President of Academic Affairs; Chairman, Division of Education and Social Sciences; Extended Campus Liaison Officer	

## SOUTHERN COLLEGE

President  
Vice President for Academic Administration  
Chairman, Department of Education; Extended  
Campus Liaison Officer

JOHN WAGNER, ED.D.  
WILLIAM M. ALLEN, PH.D.  
  
GERALD COLVIN, PH D

## UNION COLLEGE

President  
Vice President/Dean  
Chairman, Division of Human Development;  
Extended Campus Liaison Officer

BENJAMIN R. WYGAL, PH.D.  
H. WARD HILL, PH.D.  
  
CHARLES E. FELTON, PH.D.

## UNIVERSIDAD ADVENTISTA DE CENTRO AMERICA

President; Extended Campus Liaison Officer  
Academic Dean

EUSTACIO PENNIECOOK, ED.D.  
FRANCO PLANELLS, M.S.

# FACULTY

## SCHOOL OF EDUCATION FACULTY

HORACE B. ALEXANDER, ED.D., Curriculum and Instruction  
DARRELL E. BEYER, ED.D., Educational Psychology and Counseling  
ERVIN H. BIGHAM, ED.D., Curriculum and Instruction  
VIKTOR A. CHRISTENSEN, PH.D., Curriculum and Instruction  
S. EUGENE GASCAY, ED.D., Curriculum and Instruction  
REUBEN L. HILDE, Sr., PH.D., Curriculum and Instruction  
CLIFFORD L. JAQUA, ED.D., Chairman, Department of Administration and Leadership  
VERNON H. KOENIG, ED.D., Administration and Leadership  
NORMAN C. MABERLY, ED.D., Chairman, Department of Educational Psychology and Counseling; Educational Foundations and Research  
BETTY T. McCUNE, ED.D., Chairman, Department of Curriculum and Instruction  
R. DALE McCUNE, ED.D., Administration and Leadership  
WILLARD H. MEIER, ED.D., Curriculum and Instruction; Educational Foundations and Research, Emeritus  
NORMAN D. POWELL, ED.D., Administration and Leadership  
LORNA F. REID, ED.D., Educational Foundations and Research  
GAIL T. RICE, ED.D., Educational Foundations and Research  
JAMES N. SCOTT, ED.D., Chairman, Department of Educational Foundations and Research  
CHERYL J. SIMPSON, PH.D., Educational Psychology and Counseling  
RICKY E. WILLIAMS, PH.D., Educational Psychology and Counseling  
FLOYD G. WOOD, M.A., M.S.ED., Educational Psychology and Counseling, Emeritus

## OTHER TEACHING FACULTY

NIELS-ERIK A. ANDREASEN, PH.D., Associate Dean, Division of Religion, Loma Linda University  
DALTON D. BALDWIN, PH.D., Division of Religion, Loma Linda University  
BENJAMIN E. BANDIOLA, PH.D., Department of Education, Southern College  
JACK BLANCO, TH.D., Department of Religion, Southern College  
MELVIN D. CAMPBELL, PH.D., Department of Education, Southern College  
MYRNA C. CASADO, ED.S., Associate Director of Admissions, Loma Linda University  
RAUL CLARKE, PH.D., George Stone School (Union College Laboratory School)  
GERALD COLVIN, PH.D., Chairman, Department of Education, Southern College; Liaison Officer, Extended Campus, Loma Linda University at Southern College  
GERALD F. CLIFFORD, ED.D., Education Director, South Pacific Division; Liaison Officer, Extended Campus, Loma Linda University at Avondale College  
LOLITA N. DAVIDSON, ED.S., Doctoral Student, Loma Linda University  
CYRIL F. DEAN, ED.D., Division of Education and Social Sciences, Canadian Union College  
ALBERTO DOS SANTOS, PH.D., Department of Education, Universidad Adventista de Centro America



ROBERT D. EGBERT, ED.D., Chairman, Division of Education and Social Sciences,  
Canadian Union College

HAROLD E. FAGAL, PH.D., Division of Religion, Loma Linda University

CHARLES E. FELTON, PH.D., Chairman, Division of Human Development, Union College;  
Liaison Officer, Extended Campus, Loma Linda University at Union College

REO GANSON, PH.D., President, Canadian Union College

NORMAN GULLEY, PH.D., Department of Religion, Southern College

MARTHA HAVENS, M.A., Assistant Superintendent, Southeastern California Conference

H. T. IRVINE, B.ED., Associate Director of Education, South Pacific Division

KENNETH M. KENNEDY, ED.D., Division of Human Development, Union College

H. D. LAWSON, ED.D., Principal, Highland Academy (Tennessee), Kentucky-Tennessee  
Conference

A. GRAHAM MAXWELL, PH.D., Division of Religion, Loma Linda University

BEATRICE NEALL, PH.D., The Center for Christian Growth, Union College

RALPH NEALL, PH.D., The Center for Christian Growth, Union College

EUSTACIO PENNIECOOK, ED.D., President, Universidad Adventista de Centro America;  
Liaison Officer, Extended Campus, Loma Linda University at Universidad Adventista de  
Centro America

MYRTLE PENNIECOOK, ED.D., Department of Education, Universidad Adventista de Centro  
America

CHARLES L. PIERCE, D.M.A., Chairman, Division of Fine Arts, Canadian Union College

ESPERANZA R. RAVELO, ED.D., Division of Education and Social Sciences, Canadian  
Union College

KENNETH L. RAY, PH.D. Division of Science and Mathematics, Union College

DESMOND V. RICE, ED.D., Department of Education, Southern College

ALEENE SCHAEFFER, ED.D., Division of Human Development, Union College

VIRGINIA SIMMONS, PH.D., Division of Human Development, Union College

CARL SWAFFORD, M.S., Spalding Elementary School, Tennessee

JOHN THORN, ED.D., Principal, Loma Linda Elementary

WARREN C. TRENCHARD, PH.D., Chairman, Division of Humanities, Canadian Union  
College

KENNETH UTT, ED.D., Principal, College View Academy, Lincoln, Nebraska

CHERYL A. VILLEGAS, D.M.A., Division of Fine Arts, Canadian Union College

WILLIAM WOHLERS, PH.D., Chairman, Department of History, Southern College

CURTIS S. WOLFE, D.M.A., Division of Fine Arts, Canadian Union College

#### COOPERATING PERSONNEL

WILLIAM ALLEN, PH.D., Vice President for Academic Administration, Southern College

J. D. VICTOR FITCH, M.ED., Director of Education, Canadian Union Conference

ARISTIDES GONZALES, B.A., President, Central American Union

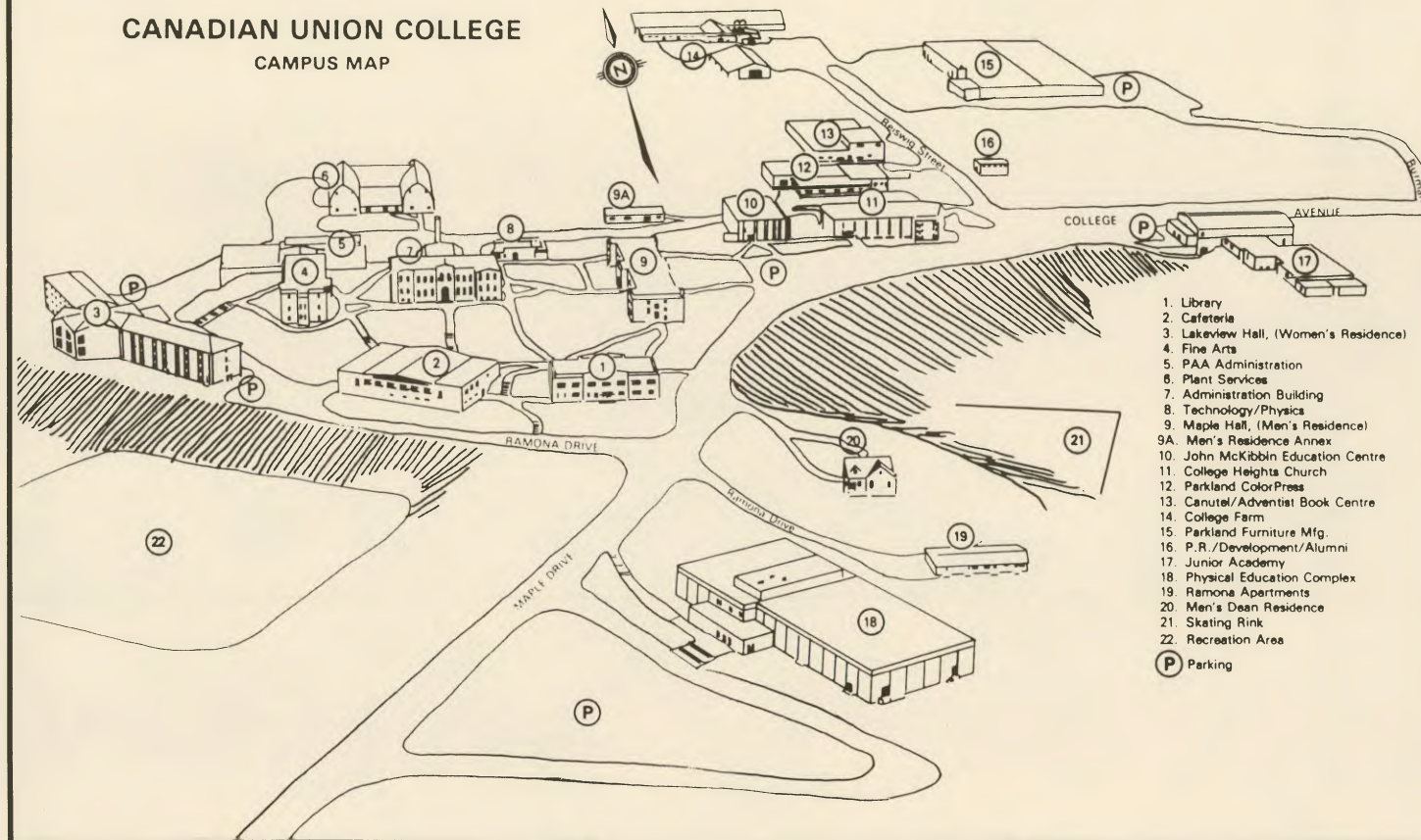
D. K. GRIFFITH, M.A., Director of Education, Southern Union Conference

H. WARD HILL, PH.D., Vice President for Academic Affairs, Union College

DON R. KEELE, M.ED., Director of Education, Mid-America Union Conference

# CANADIAN UNION COLLEGE

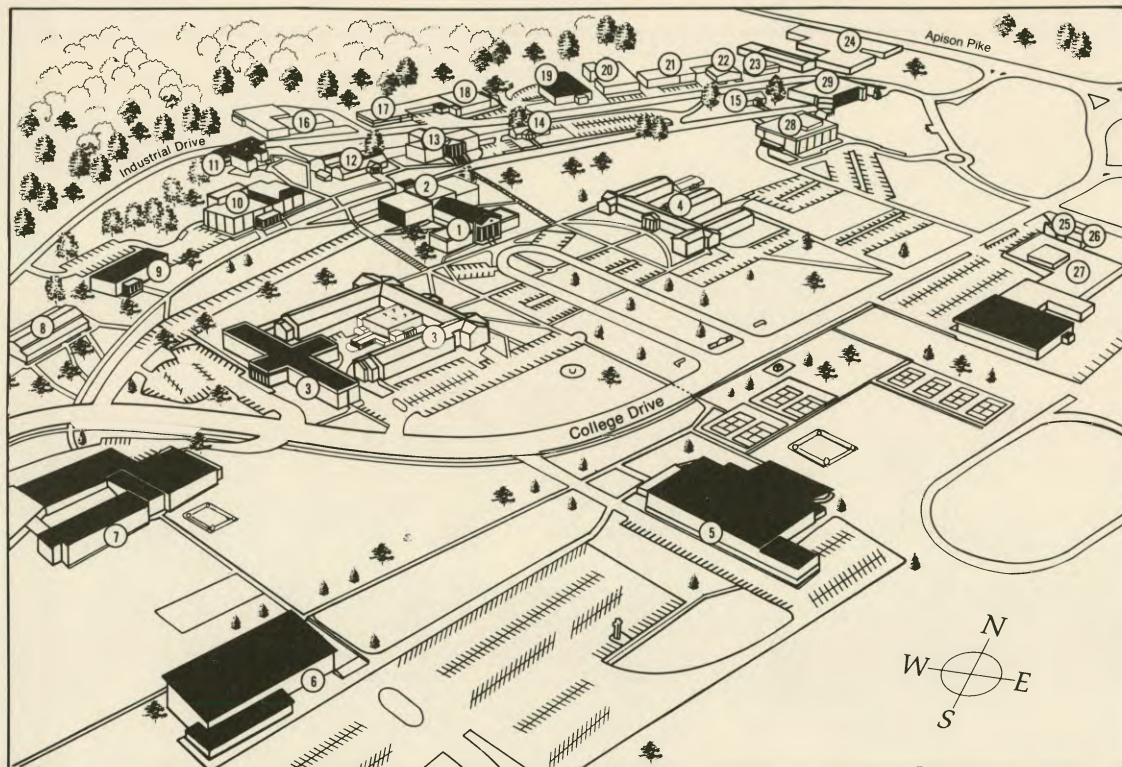
## CAMPUS MAP



1. Library
2. Cafeteria
3. Lakeview Hall, (Women's Residence)
4. Fine Arts
5. PAA Administration
6. Plant Services
7. Administration Building
8. Technology/Physics
9. Maple Hall, (Men's Residence)
- 9A. Men's Residence Annex
10. John McKibbin Education Centre
11. College Heights Church
12. Parkland ColorPress
13. Canute/Adventist Book Centre
14. College Farm
15. Parkland Furniture Mfg.
16. P.R./Development/Alumni
17. Junior Academy
18. Physical Education Complex
19. Ramona Apartments
20. Men's Dean Residence
21. Skating Rink
22. Recreation Area

**P** Parking





- 1 Wright Hall (Administration)
- 2 Cafeteria and Student Center
- 3 Thatcher Hall (Women's Residence)
- 4 Talge Hall (Men's Residence)
- 5 Physical Education Center
- 6 Collegedale Seventh-day Adventist Church
- 7 Spalding Elementary School
- 8 Old Tabernacle Building
- 9 Herin Hall (Division of Nursing)

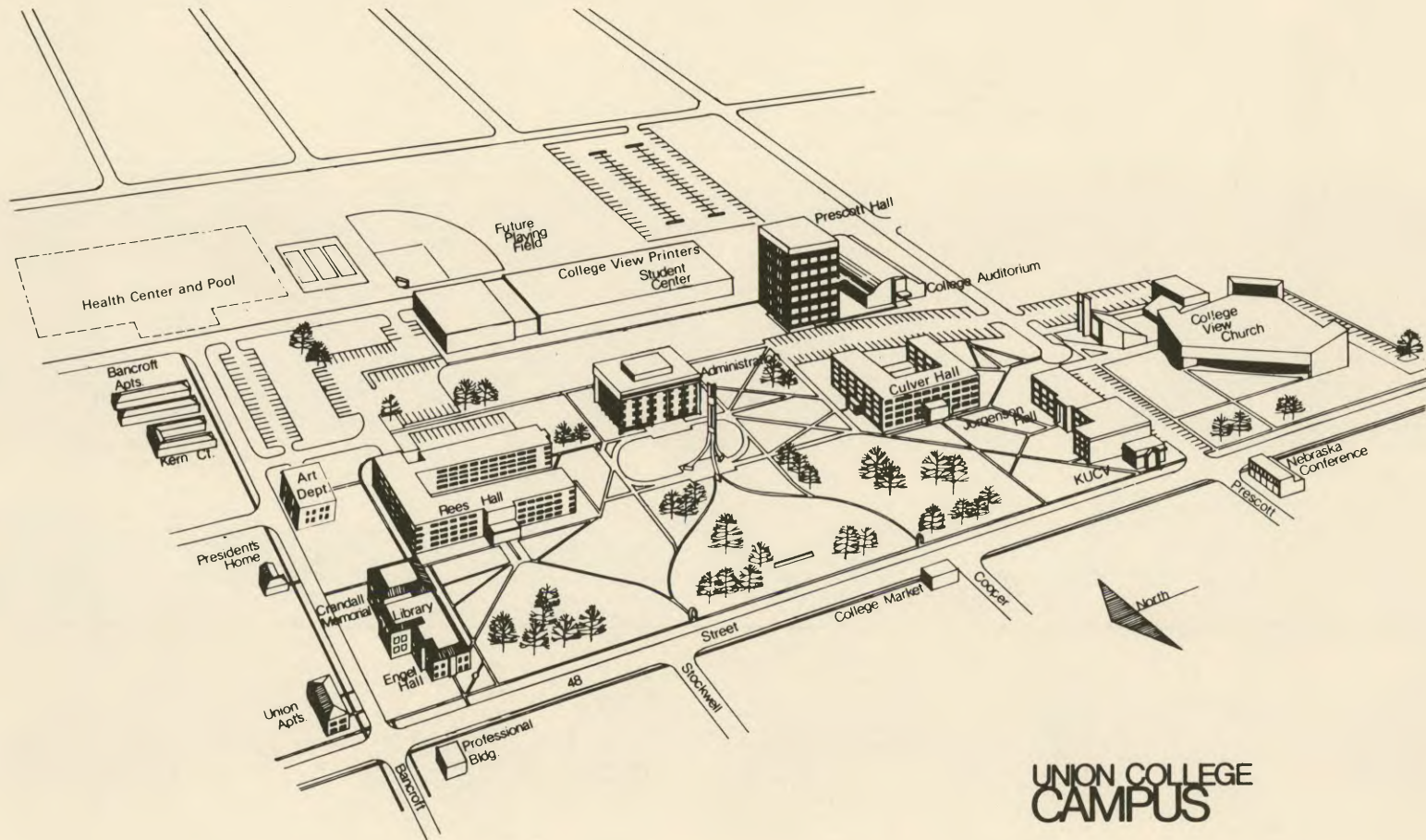
- 10 McKee Library
- 11 Summerour Hall (Home Economics, Education, Behavioral Science)
- 12 Hackman Hall (Biology and Chemistry)
- 13 Lynn Wood Hall
- 14 Daniells Hall (Physics, Math, Computer Science)
- 15 So-Ju-Conian Hall (Division of Religion)

- 16 Ledford Hall (Industrial Education)
- 17 Warehouse
- 18 College Press
- 19 Laundry
- 20 Engineering and Maintenance
- 21 Auto Body and Warehouse
- 22 Warehouse
- 23 Grounds Department
- 24 McKee Baking Co. — Plant 1
- 25 Service Station

- 26 Motor Pool
- 27 College Plaza Shopping Center
- 28 Mabel Wood Hall (Music)
- 29 Brock Hall (English, Art, History, Modern Languages, Business and Office Administration, Communication, Instructional Media)







UNION COLLEGE  
CAMPUS

# LA SIERRA CAMPUS MAP

## NUMERICAL LEGEND

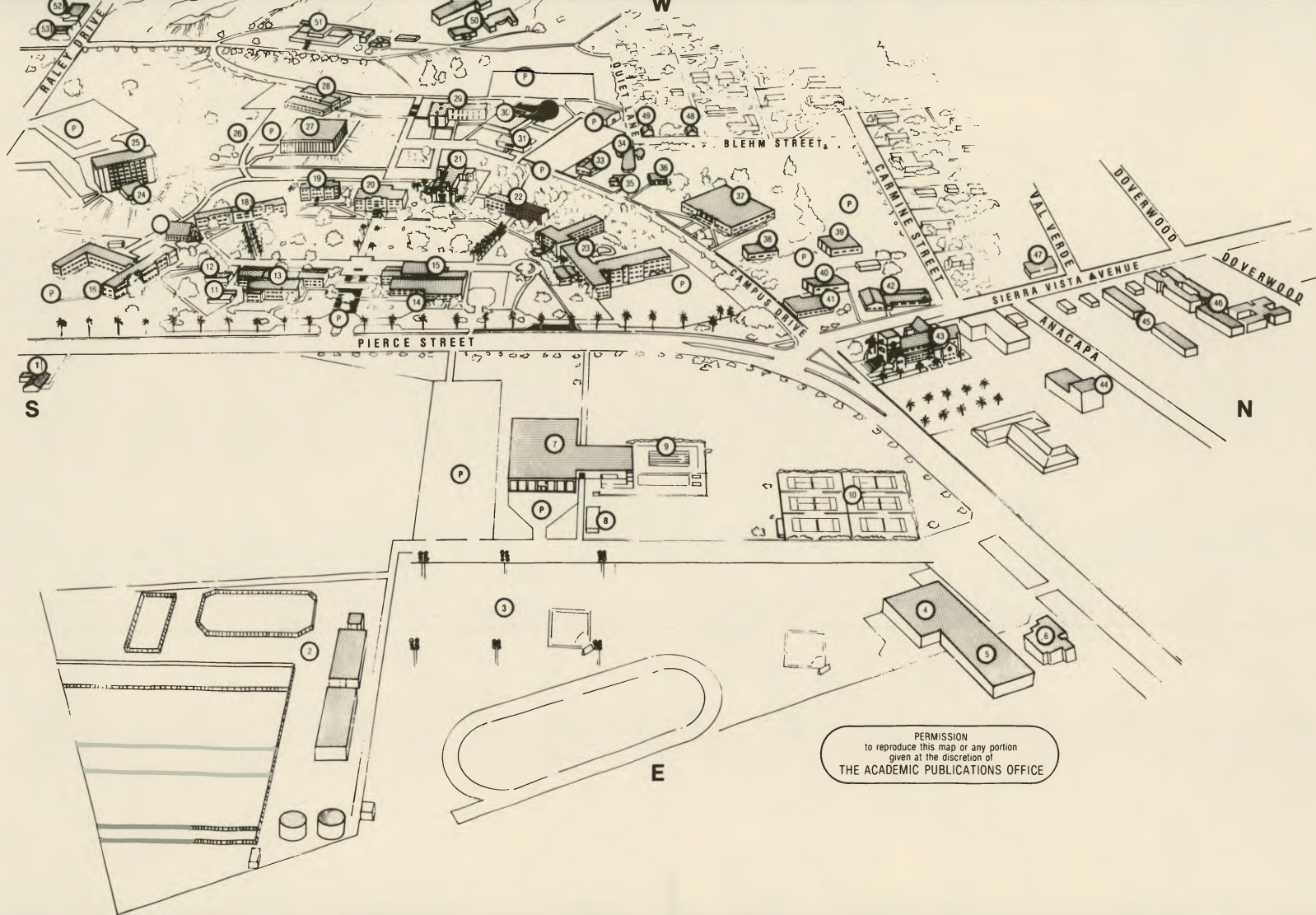
- 1 Agriculture
- 2 Dopp Equestrian Center
- 3 Recreation fields
- 4 College Market / Bookstore
- 5 Convenience Center
- 6 Soup Stone Restaurant
- 7 Alumni Pavilion / Gymnasium
- 8 Physical Education office
- 9 Swimming pool
- 10 Tennis courts
- 11 Safety and Security
- 12 Administrative Annex
- 13 Administration Building (academic, financial): The President / Provost / Vice Presidents for Academic Administration, Development and Public Relations, Financial Administration / Accounting Service / Alumni Affairs / Dean of Students / Departments of Business and Economics, Secretarial and Business Education / Graduate School Dean / Offices of Admissions and Records, Business, News and Public Information, Payroll, Personnel, Purchasing / Student Admissions, Affairs, Aid, Employment, Finance, Loans, Recruitment
- 14 Student Center
- 15 The Commons / Food Service (cafeteria)
- 16 Calkins Hall: men
- 17 Matheson Chapel
- 18 South Hall: women
- 19 San Fernando Hall: Physics
- 20 La Sierra Hall: Counseling Center / Division of Religion / English / History and Political Science / Mathematics / Modern Languages / School of Education
- 21 Hole Memorial Auditorium: Auditorium / Education / Music / Testing
- 22 Gladwyn Hall: women
- 23 Angwin Hall: women
- 24 Meier Chapel
- 25 Sierra Towers: men
- 26 John Clough Park
- 27 University Library: Learning Advancement Program / Media Services
- 28 Ambs Hall: Industrial Studies
- 29 Consumer Related Sciences / Child Development Learning Center
- 30 Communication / KSGN / Nursing

- 31 Art
- 32 Nursing
- 33 Mail Service / Custodial Service
- 34 Cossentine Hall
- 35 Health Service
- 36 Animal quarters
- 37 Palmer Hall: Biology / Chemistry / Geological Sciences / World Museum of Natural History
- 38 Biology Annex
- 39 Geological Sciences Annex
- 40 Behavioral Sciences Annex
- 41 Behavioral Sciences: Anthropology / Psychology / Social Work / Sociology
- 42 Sierra Vista Chapel / Welfare Center
- 43 La Sierra Collegiate Church
- 44 Geological Sciences Research Center
- 45 Walnut Grove Apartments
- 46 Sierra Vista Apartments
- 47 Sierra Vista House
- 48 Child Development Preschool
- 49 Geological Sciences
- 50 Visual Arts Center
- 51 Physical Plant Services (maintenance) / Receiving
- 52 Rhoads House
- 53 Raley House

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AVONDALE  
COLLEGE





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